## **Module 3: Annotated Bibliography**

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Bourgeois, M., & Hunt, B. (2011). Teaching 2.0: Teams keep teachers and students plugged into technology. *Journal of Staff Development , 32*(5), 34-37.

* This article discusses the Digital Learning Collaborative. The Digital Learning Collaborative is centered on school based teams. Each team meets monthly and sets goals for the following months. There are three elements to the DLC. They are: 1. Learning takes time; 2. Learning is a social process; and 3. Learning about technology should be embedded in sound instructional practices. By working together and following these three elements, teachers have found a way to develop their technological skills as well as better utilize technology in the classroom and with their students.
* Although this article focusses on teacher and online collaboration for teachers, it also is imperative that students have the same experiences while working online. The same three elements should hold true for the online project we have planned for our students. It is important that we insure that all students are learning and progressing towards technological fluency.

Davidson, R. (2012). Wiki use that increases communication and collaboration motivation. *Journal of Learning Design, 5*(2), 38-49.

* This paper discusses the reasons for using a wiki in the classroom as well as possible implementation and assessment activities that utilize a wiki. Students in this study responded well to using a wiki because they had unlimited access to the wiki site at all hours of the day or night. Students were able to see each other’s work without have to be at the same place at the same time. Students were also delighted that they had revision and version controls if they did not agree with a change or alteration that another student had done. Students also stated that they were pleased that the instructor would easily identify the high achievers and low performers simply by monitoring the usage of each student.
* This offers insight on ways to monitor the students and their usage of the group wiki page. We need to insure that the students are aware that they will be monitored and their contribution measured. This measurement will play an active role in their final assessment grade.

Ertmer, P., Newby, T., Liu, W., Tomory, A., Yu, J., & Lee, Y. (2011). Students' confidence and perceived value for participating in cross-cultural wiki-based collaborations. *Educational Technology Research & Development, 59*(2), 213-228.

* This is a research project that involved 346 students, divided into 43 teams that participated in a 5 week project that in which they created a group wiki as well as utilized other web 2.0 tools. Each team was comprised of 2-4 international students each working within their home country. The researchers used pre and post survey data to determine changes in student's confidence and perceived value of using the online medium. This research project demonstrated that students can and will easily adapt to the online environment. Their confidence will increase as well as their enjoyment of the activity. It also demonstrated that project can be completed across national lines regardless of physical or governmental limitations.
* This research is related to our project because we are working across state lines. If a project can be successful crossing international boundaries, then it should be safe to say that our project cross state boundaries can also be successful. It also reminds us that there is an inherent learning curve in utilizing new technologies and that it is important that we, as teacher and facilitators, are cognizant of that learning curve. It is important that lessons are explicit and direct to insure that students adequately learn to use the web 2.0 tools before they are expected to create with it.

Hazari, S., North, A., & Moreland, D. (2009). Investigating pedagogical value of wiki technology. *Journal of Information Systems Education, 20*(2), 187-198.

* In this article, research was conducted involving four aspects of the wiki technology. These aspects were: learning, motivation, group interaction and technology. Upon the conclusion of this study, the researchers found that a mixture of web 2.0 technologies best facilitated learning of for the students. Although various web 2.0 tools were discussed. The wiki was the tool most deeply studied. The researchers determined that wikis promote collaboration, encourage negotiation, and assist students in becoming more adept at new technologies and technological tools. It was important that the teacher also interact with students online to provide a supportive and safe environment.
* This study is important to our proposed project because it reminds us, as teachers, how important we are in the learning process. We need to facilitate this online collaborative project and be present in its inception, delivery and conclusion. Wikis, and other technologies, are simply tools that we will utilize to instruct out students and give them avenues to interact with people and places that they may never see or meet in other circumstances.

Judd, T., Kennedy, G., & Croppser, S. (2010). Using wikis for collaborative learning: Assessing collaboration through contribution. *Australia Journal of Educational Technology, 26*(3), 341-354.

* Wikis are promoted as a collaborative online writing tool being used throughout the United States to increase student interaction and participation. This article focuses on the behavior of students who are assigned to work these collaborative tasks. Not unlike other group projects, it seems that a small percentage of students do the work of the entire group. Student collaboration was tracked based on the student contribution to the group wiki. The findings of this study were that students will collaborate online but many students procrastinate and do not post in a timely manner. Therefore, their contribution would be limited as well as opportunities for online collaboration.
* This article was important so that certain fail safes can be put into place as we begin this online collaborative project. Students must be held accountable to complete assignments on time so that actual collaboration can take place. Setting up of the wiki must also be directly facilitated by the teachers to insure that the setting u of the wiki does not hinder that actual online collaboration. Instructions for any time of technological tool must be clearly delineated for the ultimate success of the project.

Richardson, W. (2010). *Blogs, Wikis, Podcasts, and other Powerful Web Tools.* Thousand Oaks, California: Corwin Publisher.

* Richardson (2010) offers an in-depth study into various online web tools available to the teachers and students of today. It delves into how blogs, wikis and podcasts can be used as a means of communication. It also discussed other, less widely known, web tools available. Richardson (2010) focuses on connectivism. How learners, the internet, teachers and social groups can interact and facilitate learning. The tools discussed in this book can connect students and their experiences in a powerful way.
* This is an important book for this online project. The core of this project is the interaction and collaboration of the students across the three schools. We are in three different states and very different socioeconomic groups, therefore the opportunity to work with one another is both unique and difficult. It is important that we capitalize on this project so that the students can truly learn and understand how interconnected they really are. Therefore, the use of web 2.0 tools, especially the wiki will give them the opportunity to work asychrononously across the states to make a meaningful connection with each other.

Taranto, G., Dalbon, M., & Gaetano, J. (2011). Academic social networking brings web 2.0 technologies to the middle grades. *Middle School Journal, 42*(5), 12-19.

* This article discusses the use of wikis in various middle school classrooms. In a middle school classroom, wikis have been used as a sort of "social networking" site where students can respond to questions posed by their instructor as well as answers and comments posted by each other. Students in this Pennsylvania middle school responded positively to the use of wikis as academic social networking because it gave each of them the opportunity to share and state their opinion while in the traditional classroom, only a few get to participate.
* The most important aspect of this research article is that the students had to sign an acceptable use policy in order to access the wiki page. They were given a code of conduct specifically for the social interaction online. Although students were in a controlled environment working within the wiki space were comments could be moderated by the teacher, they still had to recognize that they had a digital citizenship responsibility to stay focused and on task. I believe that using the academic social networking is going to be an important aspect of our project because we ultimately want the students working together and drawing connections. However, it must be explicitly clear that the expectations are high.

Witney, D., & Smallbone, Y. (2011). Wiki work: Can using wikis enhance student collaboration for group assignment tasks? *Innovations in Education & Teaching International, 48*(1), 101-110.

* This was a case study utilizing mixed methods designed to try to understand how a wiki might be used by students in an undergraduate class. The study compared the work of two undergraduate business models. Both models had a collaborative (group) project that was due at the end of the course. The difference was one group had to complete the project via a wiki while the other group was able to complete the project in a traditional one on one way. The researchers determined that although wikis are effective means of collaboration, students in this case study preferred the traditional method.
* This case study is important to our project because it reminds us that one on one interaction is also an important part. We must also allow the students to work in partner/pairs in our classroom so that they will also experience the traditional group environment. Students will collaborate online via a wiki between the schools since a traditional face to face group is not viable. This will teach the students new skills as well as make them effective digital citizens.

The resource that I found the most helpful was the ERIC database. I was able to gather a multitude of research as well as general articles that provided in-depth information on online collaboration and the wiki. ERIC also provided me with information on various books and periodicals that also provided more data.